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ABSTRACT

Now in its third year of implementation, the new secondary education teacher preparation program at Kansas State University (KSU) is designed to enhance the climate for educational reform. The program includes liberal arts studies, a defined course of study for each secondary teaching discipline, and three sequentially ordered semester blocks of professional studies. The program fits into principles used as guidelines for effective educational experiences (American Association for Higher Education, 1987). Significant aspects of the KSU secondary education program include integration of theory and practice, three sequentially developmental blocks of professional education, active learning promoted by extensive student-faculty contact, instructor modeling, peer coaching, beginning attempts to bridge professional education with arts and sciences, and ambitious research studies to evaluate the program. The strength of the program lies in the attention to core knowledge, academic richness, active learning, and clinical experiences as they are embedded within the larger context of educational leadership. (Author/JD)

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ED323192

Developing a Multi-Dimensional, Active Learning Model for Undergraduate Secondary Education Teacher Preparation

at

Kansas State University

Rosemarie Deering

Kansas State University

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SP 032 576

Running head: DEVELOPING A MULTI-DIMENSIONAL

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Abstract

The climate for educational reform is being addressed creatively by the Faculty of Secondary Education in the College of Education at Kansas State University with a new secondary education teacher preparation program designed and approved by the curriculum governing body of the College of Education, the University Faculty Senate, and the Kansas State Board of Regents. Now in its third year of implementation, the program includes liberal arts studies, a defined course of study for each secondary teaching discipline, and three sequentially ordered semester blocks of professional studies. The program fits into principles used as guidelines for effective educational experiences (American Association for Higher Education, 1987). Significant aspects of the KSU Secondary Education Program include integration of theory and practice, three sequentially developmental blocks of professional education, active learning promoted by extensive student-faculty contact, instructor modeling, peer coaching, beginning attempts to bridge professional education with arts and sciences, and ambitious research studies to evaluate the program. The strength of the new Secondary Education Program lies in the attention to core knowledge, academic richness, active learning, and clinical experiences as they are embedded within the larger context of educational leadership.

Developing a Multi-Dimensional, Active Learning Model for Undergraduate Secondary Education Teacher Preparation

The climate for educational reform is being addressed creatively by the Secondary Education Faculty of Kansas State University, College of Education. Following several years of research effort by a Secondary Education Task Force and subsequently, a committee representing all education departments, faculty from arts and sciences, and other personnel, a new secondary education teacher preparation program was reviewed and approved by the curriculum governing body, the University Faculty Senate. Now in its second year of implementation, the three componential program includes liberal arts studies, a major course of study, and three sequentially ordered, semester blocks of professional studies. See Appendix for curriculum guide.

The purpose of this paper is to elucidate key dimensions of KSU programmatic practice that reflect latest research findings as well as goals of national reform platforms, while concurrently integrating the substance of traditional program strengths.

Forty years ago, Ralph Tyler (1949) posited four questions to be addressed in determining an educational curriculum. His questions, which have stood the test of time, provide the format for this paper:

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these educational purposes are being attained?

What Educational Purposes Should the School Seek To Attain?

Kansas State University is a land grant university of rich heritage. The College of Education came into being in the early 1960s. Faculty, as well as students who wanted to complete teaching certification in diverse areas contributed to the vision of teacher education. Presently, KSU certifies about 175 students per year in secondary education, making it the largest program in the state of Kansas. In addition to teaching certification, an educational goal of providing a liberal arts education appropriate for a well educated society, is wholistically conceptualized and operationalized by Secondary Education faculty and students.

What Educational Experiences Can Be Provided That Are Likely To Attain These Purposes?

Effective educational experiences imply good practice in undergraduate education. The American Association for Higher Education (1987) suggests seven principles to be used as guidelines for effective educational experiences: (a) encourages student-faculty contact, (b) encourages cooperation among students,

(c) encourages active learning, (d) gives prompt feedback, (e) emphasizes time on task, (f) communicates high expectations, (g) respects diverse talents and ways of learning (Chickering & Gamson, 1987).

KSU secondary educational experiences fit within these principles:

Encourages Student-Faculty Contact

Instructors in KSU College of Education secondary program use an interactive model which includes extensive use of discussion, inquiry, simulation, cooperative learning and clinical experiences. The interaction between faculty and students is a vehicle for modeling effective teaching practices as well as promoting active student learning. Class discussions are further enhanced by personal dialogue between professors and students. Faculty are available to students who desire counseling, expanded dialogue and/or academic mentoring. Daily, one can observe students and professors viewing videotapes together, evaluating clinical performances, discussing educational issues, and contracting for individualized assignments.

A flow of dialogue between student and faculty encourages cognitive strategies of thinking in terms of critical, practical, applicative, creative, and especially reflective thinking. Each semester at least one professor requires journal writing with the

assigned goal of synthesizing the student's academic experiences in a reflective manner.

Sullivan (1989) states, "Writing satisfies a basic human need for self-expression and self-exploration. Repeated, prolonged translation of experience into language nourishes the power of a growing writer." In addition to nourishing the writing process, the active learning process of journal writing promotes reflective thinking. Teacher preparation journal writing encourages reflective thinking and self-communication regarding the teaching/learning process. The additional dimension of active learning is embedded in journal writing when students are asked to synthesize learning experiences in their professional education with liberal studies and academic discipline.

Fosnot (1989) states that effective change in teacher education requires models of active learning in which students become active decision-makers, researchers and articulate change agents. Moving from the Industrial Age to an age of technology and service requires a society with empowered teachers who can model and facilitate thinking, reflection, and provide active learning environments.

An active learning environment is also enhanced by mutual understanding of goals, programming structure and organization. Order and arrangement may reduce a sense of anxiety and uncertainty; thereby meeting an aesthetic need and promoting self-actualization (Maslow, 1970). The KSU Secondary Education Program provides

order, symmetry and a sequential academic progression for prospective teachers.

Within the rational-linear parameters of the KSU curriculum, students experience personalized professional education courses which are integrated with liberal arts education and academic disciplines. In addition, instructor-assigned and student-planned clinical experiences take place in two micro-teaching laboratories which provide weekly settings for all Block I and Block II students. In the laboratory, students representing various levels of cognitive and social development, unique personality characteristics ranging from concrete sequential to abstract random, teach lessons in subjects that range from basic math to Dante's Inferno!

Block I Laboratory.

Block I Laboratory is in operation five days a week from 8:30 to 4:30 p.m. Fifteen groups of five students each comprise the semester-long relationships. Each two-hour lab of five students is facilitated/nurtured by a lab assistant, who is either a graduate student with teaching experience or a peer coach who completed Block I the previous semester. To become a peer coach, Block I students completing the Core Teaching Skills Class in which coaching tasks have been discussed, are invited to apply with written applications and rationales. Now in its second semester of implementation, the peer coaching role is coveted by students. Selections are made by the instructor on the basis of demonstrated

effectiveness in areas of commitment to course requirements, teaching effectiveness in the lab and most importantly, meta-awareness and ability to communicate with peers effectively and in a non-threatening manner.

The first semester (Fall 1989) of KSU peer coaching served as a pilot program with three carefully selected students who had demonstrated excellence in areas of teaching skills, communication creativity, empathy and dependability. Their performance was so well-received by Block I students that the following semester (Spring 1990) there were ten peer coaches, serving without financial remuneration or course credit. Each peer coach kept a journal for purposes of reflection and dialogue with other coaches at seminars with the professor in charge of the program. A typical journal entry reads, "Two lessons lacked a readily discernable theme or central organizing concept. Both lessons were viewed as effective by the other students in the lab. I found them to be less than adequately organized. I told a story to illustrate positive aspects of developing a checklist mentality, then related that mentality to the Madeline Hunter lesson plan format."

Another peer coach wrote: "Being able to switch roles from teacher to student and to experience successful (as well as unsuccessful) lesson presentation is a valuable learning experience."

Beginning with the Fall 1990 semester, 15 peer coaches will be responsible for the entire Block I laboratory. Each peer coach

will be responsible for one laboratory group and will meet in a weekly seminar with the instructor to discuss and hone peer coaching skills.

There is ample evidence to present a rationale for implementing a peer coaching model in pre-service teacher education. Peer coaches lessen pressure and fear of evaluation for students experiencing their first "practice" teaching. Though representing authority, peer coaches are viewed as supporters, being just one semester ahead of their students. Secondly, the focus of laboratory experience is on synthesizing the general liberal arts education with effective teaching strategies.

Block II Laboratory.

Block II Laboratory is also in operation five days a week from 8:30 to 4:30 p.m. Lab assistants are doctoral students who have had public school teaching experience as well as having been Block I lab assistants. Student laboratory groups are randomly determined by scheduling choices. To date there has not been a duplicate configuration of a Block I lab. Lab groups meet weekly in two-hour sessions during which 30-45 minute lessons are taught with the intention of approximating the public school teaching experience. In addition to practice teaching, students participate in writing objectives, short- and long-range planning, evaluation and very importantly, classroom management via interactive video disk simulations.

Block II Lab builds on the knowledge foundations and introductory experiential base of Block I. The importance of developmentally ordered experiences cannot be overemphasized. Block II methods instructors design, review, and evaluate tasks with continual efforts to increase critical and reflective thinking skills. To assure a hierarchical sequence, methods instructors and the curriculum coordinator maintain on-going dialogue.

Students in Block II have two types of clinical teaching opportunities. They teach 30-minute weekly lessons in their discipline to five or six peers in the lab. The laboratory model is that of cooperative learning in which each student assumes a responsibility for the cooperative task of improving teaching skills of each student. A graduate teaching assistant facilitator oversees the weekly records, logs and makes intermittent observational visits to the labs.

The second opportunity occurs at the weekly seminar in which one student teaches a 35-40-minute lesson to the class of 30-35 students. Following the lesson, students and instructor discuss and evaluate specific aspects of the lesson.

Student-faculty contact is also facilitated by organizations such as KSNEA and Teachers of Tomorrow which includes a Partnership Collaboration with public schools.

In addition, students are periodically invited to participate with faculty in conferences and staff development. Three examples come to mind:

1. Social Studies Methods students recently attended the Kansas Council for Teaching Social Studies Conference in Topeka, Kansas.

2. A drama student accompanied and assisted an instructor in a two-day regional staff development for English educators. Her outstanding presence and contribution became a factor in her first teaching contract.

3. A social science student with an emphasis in geography, participated in a K-12 staff development: Writing Across the Curriculum.

The first principle of effective educational experiences, i.e., student-faculty contact, is demonstrated daily at KSU.

Encourages Cooperation Among Students

Cooperation and cooperative learning as described above in student-faculty contact, reflect the psychological and philosophical foundations of the KSU program. The social, interactive model of instruction, peer interaction and weekly evaluations provided in the lab settings, all encourage cooperation and optimal learning. Students are continually challenged to discuss, reflect, analyze, and synthesize their own cognitive strategies for increased meta-

cognition and to provide therapeutic interaction and evaluative dialogue with peers.

Brown bag luncheons, academic salons in professors' homes and an annual College of Education Symposium also provide opportunities socially-oriented, academically challenging cooperative learning. KSU students are encouraged to participate and learn cooperatively throughout their professional education.

Encourages Active Learning

Active learning, while vague in operational definition, suggests the learners' participative role in the learning experience, including taking responsibility for managing and reflecting upon their learning. Given the opportunity, active learners will initiate, adapt, analyze and synthesize data to their unique schemata, thereby gaining competence and self-confidence.

KSU Secondary Education faculty choose to empower students (Glasser, 1986) with decision making, individualized contracts and assignments and the opportunity for mastery learning, i.e. re-doing tasks after formative evaluation and appropriate reflection. In the Core Teaching Skills course in Block I, students develop Resource Notebooks/Portfolios for purposes of organization, future resources and interviews. As personal philosophies of education increase in Block II, the portfolios become more individualized and representative of each emerging teacher.

One particular example of a personalized program-component designed by a senior in social studies, illustrates the concept of individualization. A male student in Social Studies Methods (1989), who demonstrated superior knowledge and understanding in history, civics, economics and philosophy as well as in presentation skills and teaching strategies, conferenced with the instructor for an individualized contract. He elected to read seven seminal books including authors such as Aquinas, Einstein, Dewey, and Montessori; to write a paper and present to the class a treatise on the evolution of philosophical thought and education. The objective was so well achieved that a year later upon visiting campus, two classmates reported the value of that presentation and their use of it in respective teaching situations.

Active learning, congruent with critical thinking, is recognized as a goal of teacher preparation. In order for the goal to be actualized, teacher educators will assume responsibilities for communicating purposes of all aspects of their courses, verbalizing coherently the syntheses of related courses, articulating strategies for optimal learning, establishing continual monitoring of student development and relinquishing authoritarian control by empowering students in decision making.

Staff development and research are needed to promote active learning at all levels of education.

Gives Prompt Feedback

Prompt feedback is a natural dimension and outgrowth of student and professorial communication. As meaningful dialogue breadthens, formative evaluation is accompanied concomitantly with higher realms of thought and expectations.

Emphasizes Time on Tasks

Time on task increases with student empowerment. As students perceive task relevance congruent with their goals, individual tasks, and as intrinsic rewards are experienced, outcomes are multiplicative. There are frequent times when this writer suggests less time on task and more recreation to particular students who are intensely learning-goal-oriented!

Communicates High Expectations

May (1975) posits that the simple can only be understood in terms of the complex. In a Gestaltist frame of reference, one might reflect upon the whole being greater than the sum of its parts. Within this context, high expectations are interwoven and intra-experienced by students and faculty involved in the KSU Secondary Education program.

In a somewhat humorous vein, one may presuppose that empowering students invites them to become activists and to set high standards. The expectations become cyclical, causing professors to become increasingly reflective of their own teaching practices. Reflection precedes and nurtures change.

Respects Diverse Talents and Ways of Learning

The final guiding principles as suggested by AAHE (1987) for effective educational experience, is that of respecting diversity in human beings. Embracing uniqueness of students and faculty is a foundational cornerstone of the KSU program. Everyone is valued. Continual efforts are being made to affirm that value, to build on foundations of personal self-worth and academic excellence. Implementing good practice is a matter of "how" to implement the "what." In colleges of education the "how" takes on special importance. Education faculty have the privilege of becoming models of the "how" for an entire academic environment--and the ripples go on and on.

How Can These Educational Experiences Be Effectively Organized?

In response to Tyler's third question, the KSU Secondary Program is divided into (a) general education, i.e., liberal arts, (b) academic major and (c) professional education. The importance of interdisciplinarity is recognized and is being addressed by instructors from Curriculum and Instruction and Physical Education who are currently developing studies in physical education as it relates to core teaching skills and in music education and its correlates with core teaching skills. Continued interdisciplinary dialogue and research studies are anticipated. A goal of interdisciplinarity is that students will be able to integrate the

three dimensions of their academic experience by considering more than one perspective or domain at a time. Class discussions, student-faculty conferences and research participation are designed to provide a wholistic framework.

Organization of the 36 hours of professional education into three successive blocks, represents an academically sound paradigm predicated upon a firm knowledge base.

Instructors and students find themselves intuitively and deliberately orchestrating elements within blocks and among blocks. For example, Block I objectives of Educational Psychology (EDAF 315), Exceptional Student in the Secondary School (EDAF 323), and Core Teaching Skills (EDCI 376) come under scrutiny as instructors cooperate to build in-depth instruction while avoiding replication. Psychological, human developmental, and educational theories automatically support each other in class discussions. Laboratory practices reflect syntheses of the three courses of study. Student evaluation provides data to determine extent of synthesis.

Block II courses also interrelate in terms of content and experience. Micro-teaching laboratory tasks combine Reading in the Content Area (EDCI 477) with the student's Content Methods (EDCI 476), as well as building upon Block I foundations. Blocks I and II, overseen by the curriculum coordinator, provide a cohesively structured academic program, while being embraced by preliminary courses in Teaching as a Career (DED 102) a field

experience; Educational Implications of Growth and Development (EDAF 215), Foundations of Education (EDAF 410), and Instructional Media (EDCI 318), four courses which provide necessary flexibility in an effective program. In addition, Teaching in a Multicultural Society (EDCI 455), Interpersonal Relations in the School (EDAF 525) are taken concurrently, just before beginning Block III: Teaching Participation in the Secondary School.

Organization of any program is enhanced as it is understood by participants. To this end, Henry Bud Walker, a non-traditional student whose organizational expertise has provided a resource for the KSU undergraduate Secondary Education Program, is designing a graphic configuration to serve as a schema of the program. Mr. Walker is also developing a Professional Studies Guidebook for the purpose of synthesizing the program and promoting its effectiveness.

How Can We Determine Whether These Purposes Are Being Attained?

The final question posed by Tyler (1949) regarding evaluation of program effectiveness is being addressed by KSU in several ways:

1. Monthly working faculty meetings.
2. End of semester student evaluations of individual courses.
3. Student Performance Review.
4. Research Agendas.

5. A multidimensional Formal Program Evaluation Study is underway. Quantitative data, qualitative interviews and analogical experiences are included to provide a rich, longitudinally organized source of data.

6. An Evaluation Team of ten graduate students enrolled in EDAF 841 has developed a Secondary Education Program Evaluation Instrument which provides instructor self-analysis data and student evaluation data of individual courses. It is intended that correlation studies will measure degree of fit between intended instruction and student learning. The document will be available in a future publication.

7. A Secondary Education Handbook designed to provide all types of information in an orchestrated fashion is being developed (Walker, 1990 in progress).

Summary

KSU College of Education has implemented a newly structured undergraduate secondary education program which promises meaningful and sustained change. The new program incorporates the university heritage of academic integrity with the latest educational research findings, interactive technology, and proactive leadership.

In this paper, the KSU Program is described in terms of four fundamental questions posed by Ralph Tyler (1949), as necessary for determining an educational curriculum. Educational purposes, experiences to attain those purposes, effective organization of

experiences, and evaluation of effectiveness of the program have been addressed.

Significant aspects of the KSU Secondary Education Program include integration of theory and practice, three sequentially developmental blocks of professional education, active learning promoted by extensive student-faculty contact, instructor modeling, peer coaching, beginning attempts to bridge professional education with arts and sciences, and ambitious research studies to evaluate the program.

The strength of the new KSU Secondary Education Program lies in the attention to core knowledge, academic richness, active learning, and clinical experiences, as they are embedded within the larger context of educational leadership.

As the KSU Program evolves, particular attention is being given to NCATE Standards which address five categories: Knowledge Bases for Professional Education, Relationship to the World of Practice, Students, Faculty, and Governance and Resources (NCATE, 1987).

In addition, KSU has participated in the Holmes Group Agenda as we seek to promote an understanding of the complexity of effective teaching at all levels. It is the goal of Kansas State University Undergraduate Secondary Education Program Faculty that teacher education embrace sound academic pedagogy and effective teaching practices orchestrated with personal qualities of character and vision.

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Joyce, B., & Showers, B. (1982). The coaching of teachers. Educational Leadership, 40(10), 4-8.

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Tyler, R. (1949). Basic principles of curriculum and instruction. Chicago, IL: University of Chicago Press.

Appendix

Name _____ SS # _____

Entrance dates:
KSU _____, Pre-Professional Program _____, Professional Program _____

ADVISOR: _____

Applicable to EDPPS and all Secondary Education majors in the College of Education

KSU KANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION
CURRICULUM GUIDE FOR
BACHELOR OF SCIENCE DEGREE
126 hours required

TRANSFER CREDIT PRESENTED
Only 1/2 of the hours required for a K-State degree can be taken at a 2-year college.

Date of Evaluation: _____

Teacher Education Requirements

_____ 50 Hours
_____ Comp. I
_____ Comp. II
_____ Public Speaking
_____ Overall GPA
_____ Tchg. Fld. GPA
_____ Tchg. as a Career
_____ PPST M( ) R( ) W( )
172 required on all tests

Credit which has been transferred to KSU but not definitely assigned at this time:

EXTRA ELECTIVES:

CREDIT NOT APPLICABLE TO DEGREE:

23

Date of Grad. Req. Check: _____

GENERAL EDUCATION (See other side for guidelines)	S. Hrs.	Grade
COMMUNICATIONS (8-9 hours)		
English Composition I ENGL 100	3	
English Composition II ENGL 120	3	
Public Speaking SP 105, 106, 109		
HUMANITIES (12 hours)		
Humanities (any two of the following four: ENGL 230, 231, 233, 234)		
	3	
	3	
Literature (ENGL 260, 265, 280, 285, 360, 365, 370, 375)	3	
Restricted Elective (see reverse side)	3	
SOCIAL SCIENCE (9 hours)		
History HIST 101, 102, 251, 252	3	
Intro. to Cultural Anthropology ANTH 200	3	
Restricted Elective (see reverse side)	3	
QUANTITATIVE SCIENCES (6-7 hours)		
College Algebra MATH 100 (or higher level math course)	3	
Any math course numbered 100 or higher OR Elements of Statistics STAT 320 OR (or higher level statistics course) Fundamentals of Comp Prog CMPSC 200 plus one lab		
NATURAL SCIENCE (7 hours) (see reverse side)		
Biological (Princ of Biol BIOL 198 recommended)		
Physical (The Phys World PHYS 101 recommended)		
GENERAL EDUCATION ELECTIVES (5-7 hours) (See reverse side)		
PHYSICAL EDUCATION		
Concepts of Phys Ed PE 101	1	
TOTAL GEN ED REQUIRED	50	

PROFESSIONAL EDUCATION	S. Hrs.	Grade
PRE-PROFESSIONAL EDUCATION Required for admission to teacher education and prerequisite for Block I.		
Teaching as a Career DED 102	1	
Educational Implications of Growth and Development EDAF 215	3	
BLOCK I. Admission to teacher education required—courses must be taken concurrently and are a prerequisite for Block II.		
Educa. Psych EDAF 315	3	
Except. Stdnt Sec. Sch. EDAF 323	2	
Core Tchg Skills & Lab EDCI 376	3	
BLOCK II. Courses must be taken concurrently and are a prerequisite to Block III.		
Content Area Meth Sec. Sch EDCI 476	2	
Middle Lvl/Sec Reading EDCI 477	2	
Content & Rdg Meth Lab EDCI 420	1	
BLOCK III. Courses must be taken concurrently.		
Tchg in a Multicultural Society EDCI 455	1	
Interpersonal Relations in the School EDAF 525	1	
Teaching Participation Sec. School EDCI 588	12	
NON-BLOCKED COURSES. These courses may be taken at any time after admission to teacher education and prior to student teaching.		
Foundations of Education EDAF 410	3	
Instructional Media and Tech EDCI 318	2	
TOTAL REQUIRED	36	
NOTE: Application for Professional Semester (BLOCK III) must be filed by Dec. 20 of the year preceding enrollment in the Professional Semester.		
OTHER ELECTIVES		

MAJOR

One of the following majors must be selected. A label outlining courses for the major will be attached here.

Art	EDART
Business Education	EDBUS
English	EDENG
English/Journalism	EDENJ
Journalism	EDJOR
Mathematics	EDMTH
Modern Language	EDMLA
French	
German	
Spanish	
Speech	EDSPH
Biological Science	EDBSC
Chemistry	EDCHM
Earth Science	EDESC
Physical Science	EDPSC
Physics	EDPHY
Geography	EDGEO
Economics	EDEC
History	EDHST
Political Science	EDPLS
Sociology	EDSOC

24

GENERAL EDUCATION REQUIREMENTS
TEACHER EDUCATION PROGRAMS

(50 hours required)

The College of Education requires the following general education hours of all students completing any Teacher Education program at the secondary level offered by Kansas State University, regardless of the degree earned. Any questions should be directed to the Center for Student and Professional Services, College of Education.

COMMUNICATIONS (6-9 hours)

Required: English Composition I and II (Grades in both English Composition courses must average a "C")

Public Speaking 105, 106, 109 (A minimum grade of "C" required.)

HUMANITIES (12 hours)

Humanities
6 Hours from the following:

ENGL	230	Humanities: Classical Cultures	3
ENGL	231	Humanities: Medieval and Renaissance	3
ENGL	233	Humanities: Baroque and Enlightenment	3
ENGL	234	Humanities: Modern	3

Literature
3 Hours from the following:

ENGL	260	British Survey I	3
ENGL	265	British Survey II	3
ENGL	280	American Survey I	3
ENGL	285	American Survey II	3
ENGL	360	British Literature: Medieval and Renaissance	3
ENGL	365	British Literature: Enlightenment to Modern	3
ENGL	370	American Literature: Colonial through Romantic	3
ENGL	375	American Literature: Realists and Moderns	3

Restricted Elective
3 Hours from the following:

ART	195	Survey of Art History I	3
ART	196	Survey of Art History II	3
ART	420	History of South Asian Art	3
DANCE	105	Dance as an Art Form	3
DANCE	459	History of Dance in its Cultural Setting	3
DANCE	460	Dance Styles and Personalities	3
MUSIC	150	Introduction to Music	3
MUSIC	422	History of American Music	3
THTRE	160	Introduction to Theatre	3
THTRE	225	Introduction to the Art of Film	3
ARCH	201	Appreciation of Architecture	3
PDP	251	History of the Designed Environment I	3
PDP	510	Places and People	3
MLANG		any modern language course	3-5
PHIL		any philosophy course	3

SOCIAL SCIENCES (9 hours)
(Social Science majors should select HIST 101 or 102)
History
3 Hours from the following:

HIST	101	Western Civilization: Rise of Europe	3
HIST	102	Western Civilization: The Modern Era	3
HIST	251	History of US to 1877	3
HIST	252	History of US since 1877	3

Anthropology

ANTH	200	Introduction to Cultural Anthropology	3

Restricted Elective
3 Hours from the following:
psychology, economics, history, mathematics (MATH 570), political science, sociology, journalism (JMC 235, JMC 660), human ecology (CT 131, CT 630, CT 631), ethnic studies, linguistics (280, 600), geography (except GEO 220, 221), women's studies, south Asian studies.

QUANTITATIVE SCIENCES (6 hours)

MATH	100	College Algebra or any higher level mathematics course	3
STAT	320	Elements of Statistics or any equivalent or higher level statistics course	3
		or	
CMPSC	200	Fundamentals of Computer Programming	2
		plus one lab	2

NATURAL SCIENCES (7 hours)

BIOL	198	Principles of Biology or any equivalent or higher level course in the life sciences	3-4
PHYS	101	The Physical World I or any equivalent or highest level course in the physical sciences	3-4

One laboratory course is required.

In addition to courses in the Division of Biology, Department of Biochemistry, Chemistry, Geology, or Physics, the following may be used to satisfy part of the natural science requirement:

ASI	500	Genetics	3
AGRON	200	or HORT 200 Plant Science	4
ENTOM	312	General Entomology	2
ENTOM	313	General Entomology Lab	1
GEOG	220	Environmental Geography I	4
GEOG	221	Environmental Geography II	4
DEN	425	Intro. to Energy and Environ. Tech.	3

GENERAL EDUCATION ELECTIVES (5-7 hours)
Any of the courses listed above in the areas of communications, humanities, social sciences, quantitative sciences, and natural sciences which were not taken as part of the requirement for these areas may be used as general education electives. Courses may also be taken from: English, speech, anthropology, economics, geography, history, political science, sociology, math, ethnic studies, women's studies, south Asian studies, statistics, computer science, or any of the natural sciences.

Notice of Nondiscrimination
Kansas State University is committed to a policy of nondiscrimination on the basis of race, sex, national origin, handicap, or other nonmerit reasons, in admissions, educational programs or activities, and employment, all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, has been delegated to Jane D. Rowlett, Ph.D., Director, Affirmative Action Office, 214 Anderson Hall, Kansas State University, Manhattan, Kansas 66506, (913) 532-6220.

GENERAL POLICIES
All questions regarding transfer credit should be directed to the College of Education Center for Student and Professional Services where credits are evaluated.

Courses numbered below the 100 level may not apply toward the degree or be used for certification purposes.

Students are advised to use Cr/No credit and A/Pass/F options cautiously:

The University requires that at least 5/8 of the total KSU credits applied toward the degree be graded.

In General Education, the courses specifically stated as required, must be graded. Other courses may be A/Pass/F or Cr/No credit only if available with the option and at the 300 level or higher.

All courses specifically listed in the major by name or number must be graded.

All courses in an area for which the College of Education will recommend for certification must be graded and a 2.5 GPA is required (majors, teaching field, area of concentration, second teaching fields, junior high and middle level fields).

When determining academic probation, honors, etc., for meeting University requirements, only KSU credits and grades are used.

To be eligible for Graduation Honors, a student must complete a minimum of 60 hours in residence, of which a minimum of 50 hours must be graded. See KSU catalog for specific requirements.

The completion of requirements for one or more Second Teaching Fields is advisable for students who are preparing to teach on the secondary level. See KSU catalog for required courses in second teaching fields.

The Application for Admission to a Teacher Education Program must be filed in the Center for Student and Professional Services, Bluemont 013, after 50 semester hours of cumulative college credit have been earned. A grade point average of 2.5 is required for all college credit completed. Secondary majors are required to present a minimum teaching field grade point average of 2.5 based on all credit earned in the teaching field.

In addition to the GPA requirements, applicants must have passed satisfactorily English Composition I and II with the two courses averaging "C" or better; must have earned a "C" or better in Public Speaking 105, 106, or 109; and must have taken and passed the PPST in reading, writing, and mathematics with a score of 172 in each area. Students must also have completed or be enrolled in Teaching as a Career prior to application.

When a student changes majors, another Application for Admission to a Teacher Education Program must be filed.

The Application for the Professional Semester (Student Teaching) must be filed in the Office of Laboratory Experiences by December 20 of the year preceding enrollment in the Professional Semester.

The Application for Graduation Clearance must be filed in the Center for Student and Professional Services by the student during the first four weeks of the semester in which the student expects to graduate.

The Application for Teacher Certification is filed in the Office of Certification during the semester in which the student completes the degree.